DOCUMENT RESUME

ED 376 616 EA 026 341

TITLE	Analysis of Delaware's Instruments for Evaluating the Performance of Building Level Administrators.
INSTITUTION	Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE	Mar 87
NOTE	25p.; Report prepared for the Advisory Council for the Development of a Performance Appraisal System for Building Level Administrators.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Administrator Effectiveness; *Administrator Evaluation; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Personnel Evaluation
IDENTIFIERS	*Delaware

ABSTRACT

Eighteen of the 19 school districts in Delaware responded to the Department of Public Instruction's request for information on administrative job descriptions and evaluation instruments. This paper analyzes the 17 usable evaluation instruments that were submitted in terms of their rating scales, categories and items, specificity of evaluation, performance goals, and self-assessment. Data show that 10 of the districts used a 5-point rating scale. The number of categories ranged from 2 to 15. Twelve districts used evaluation criteria to specify the categories. Thirteen districts did not require self-assessment. The appendix contains a summary profile of each district that submitted information. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EA

ED 376 616

ANALYSIS OF DELAWARE'S INSTRUMENTS FOR EVALUATING THE PERFORMANCE OF BUILDING LEVEL ADMINISTRATORS

Prepared for
Advisory Council for the Development of a
Performance Appraisal System for
Building Level Administrators

By

Research for Better Schools, Inc.
444 North Third Street
Philadelphia, PA 19123

March 1987

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. Donahoe

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

EA 026 341

Eighteen of the 19 school districts in Delaware responded to the Department of Public Instruction's request for information on administrative job descriptions and evaluation instruments. The paper analyzes the evaluation instruments that were submitted.

The reader should note that the analysis is limited to the information which was submitted. Therefore, caution should be exercised in interpreting the results. For example, a district which has self-appraisal in its evaluation system might be classified as not having self-appraisal if the information is submitted did not specifically indicate that it used self-assessment.

One of the 18 districts that responded indicated that it did not use an evaluation instrument. Therefore, the results which are summarized below are based on the responses of 17 districts.

Rating Scale

Ten (57%) of the 17 districts use a five point rating scale. This includes one district that uses a five point scale for individual categories, but a two point scale for the overall assessment, and another district that uses a five point scale for the overall assessment and one item, but a four point scale for some items and a three point scale for other items. Five districts (29%) use a four point scale, including one district that uses it only for some items, and three districts (18%) use a three point scale, including the district that uses it only for some items. Two districts (12%) use a two point scale, including the district that also uses a five point scale for individual categories.

The most frequently used terms for the five point scale are:

- Unsatisfactory, Marginal, Unacceptable, Is Below the Minimum Acceptable

- Provisional, Minimum Acceptable, Satisfactory, Usually Meet Expectations and Job Requirements
- Satisfactory, Good, Effective, Consistently Meets Expectations and Job Requirements
- Commendable, Very Good, Above Average, Consistently Exceeds Normal Expectations and Requirements
- Outstanding, Excellent, Consistently Far Exceeds Expectations.

The most frequently used terms for the four point scale are:

- Unacceptable, Unsatisfactory
- Acceptable, Needs Improvement
- Good, Meets Expectations, Satisfactory
- Outstanding, Exceeds Expectations, Superior.

The most frequently used terms for the three point scale are:

- Unsatisfactory
- Effective, Good
- Commendable, Very Good.

The most frequently used terms for the two point scale are:

- Unsatisfactory
- Satisfactory.

Some of the districts use different scale terms for the rating of individual categories/items.

Categories and Items

The number of categories to be evaluated ranges from a low of two to a high of fifteen. One district has an indeterminate number of categories because its evaluation is totally based on individualized job descriptions. Seven (41%) of the 17 seventeen districts have between 2 and 5 categories, three (18%) have between 8 and 10 categories, and six (35%) have between 11 and 15 categories.

Districts that use a low number of categories use labels such as: Interpersonal Relations, Leadership, Management, Personal Characteristics, Evaluation of Staff, School Organization, Curriculum and Program, General Performance Responsibilities, Specific Performance Responsibilities, and Special Initiatives Performance.

Districts that use a high number of categories use labels such as: Knowledge of Job; Accuracy, Thoroughness and Completeness of Work; Acceptance of Suggestions and Constructive Criticism; Planning, Developing and Organizing Work; Decision Making; Initiative; Communication; Rapport with Students; Rapport with Other Personal; Professional Demeanor; Personal and Professional Growth; Relations with Public; Analytical Ability; Dependability; Personality; Leadership; Management Control; Budget Supervision; Management and Supervision of Staff; Operation and Efficiency of Office; School Organization; School Morale; Curriculum; Attitudes and Innovations; Learning Atmosphere; Building Routines; Care of Physical Facilities; Reporting; Receipt of Information; Policies, Regulations, and Rules; Improvement of School Program; Administrative Processes; Prohibited Actions; Educational Perspective; Stress/Crisis Management; Use of Delegation; Quality of Work; Quantity of Work; Work Habits; Professional Ethics; Degree of Wisdom; Alertness; Loyalty; and Administrative Effectiveness on the Job.

Twelve (71%) of the 17 districts include items (e.g., behaviors) under some or all of the categories, while the remaining five districts do not include items under any category. Four of these five districts have at least eight categories, and the fifth has an indeterminate number of categories. Some of the districts with a large number of categories do use items under some or all categories.

Specificity of Evaluation

All five of the districts that use categories without any items under the categories require the evaluator to indicate his or her evaluation of each category.

Of the twelve districts that use items under some or all categories, two districts require the evaluator to indicate his or her evaluation of each category and each item; four require the evaluation of each item, but no category evaluation; two require the evaluation of each category, but no item evaluation; one requires an overall assessment, but no category or item evaluation; and three districts require the evaluation of each category where there are no items, and the evaluation of each item, but do not require the evaluation of any category which includes items.

Job Targets/Performance Goals

Seven (41%) of the 17 districts have specific provisions for the inclusion of job targets/performance goals in the evaluation. Their inclusion provides greater specificity concerning improvement activities and/or performance goals. The remaining ten districts do not appear to have provision for job targets/performance goals.

Self-Assessment

Four (23%) of the 17 districts require self-assessment by the person being evaluated as part of the evaluation process. The remaining 13 districts do not appear to have a self-assessment requirement.

Individual District Profiles

The appendix to this paper contains a summary profile of each individual school district that responded to the request for information.

APPENDIX

District #1

Four Point Rating Scale: Unacceptable, Acceptable, Good, Outstanding

Twelve Categories

1. Knowledge of job
2. Accuracy, thoroughness and completeness of work
3. Acceptance of suggestions and constructive criticism
4. Planning, developing and organizing work
5. Decision making
6. Initiative
7. Communication
8. Rapport with students
9. Rapport with other personal
10. Professional demeanor
11. Personal and professional growth
12. Relations with public

No Items Under Categories

Evaluation by Category

Job Targets/Performance Goals Included

No Self-Assessment

District #2

Five Point Rating Scale: Unsatisfactory, Provisional, Satisfactory, Commendable, Outstanding

Three Categories

1. Interpersonal relations
2. Leadership
3. Management

Includes Items under Categories

No Evaluation by Category or Item

Job Targets/Performance Goals Included

No Self-Assessment

District #3

Five Point Rating Scale: ranges from Unsatisfactory (Marginal) to Excellent

Thirteen Categories

1. Knowledge of work
2. Planning and organizing
3. Analytical ability
4. Judgment
5. Initiative
6. Dependability
7. Personality
8. Leadership
9. Communication
10. Professional development
11. Staff and community relationships
12. Management control
13. Administrative effectiveness on the job

Includes Items Under Some Categories

Evaluation by Category Where There Are No Items; Evaluation by Item, Not Category, Where There Are Items Under a Category

No Job Targets/Performance Goals

No Self-Assessment

District #4

Five Point Rating Scale: ranges from Unsatisfactory to Outstanding

Five Categories

1. School organization
2. Curriculum and program
3. Evaluation of staff
4. Relationship with staff, students, and parents
5. Personal characteristics

Includes Items under Categories

Evaluation by Item, not by Category

No Job Targets/Performance Goals

No Self-Assessment

District #5

Three Point Rating Scale: Unsatisfactory, Effective, Commendable

Eight Categories

1. Organizes time and effort(s) for effective work accomplishment and is punctual in meeting deadlines
2. Success in problem solving
3. Contributes to overall district goals, planning, and decision making
4. Accepts responsibility for implementing and supporting district/school level policies, procedures, and directives
5. Management and supervision of staff
6. Strives to improve job performance through professional growth, development activities and is accepting of suggestions and constructive criticism
7. Maintains and promotes a cooperative and effective working relationship with staff, students, and community in a friendly, respectful manner
8. Budget supervision

No Items Under Categories

Evaluation by Category

No Job Targets/Performance Goals

No Self-Assessment

District #6

Five Point Rating Scale: Is Below the Minimum Acceptable Level, Usually Meets Expectations and Job Requirements, Consistently Meets Expectations and Job Requirements, Consistently Exceeds Normal Exceptations and Requirements, Consistently Far Exceeds Expectations.

Two Categories

1. General performance responsibilities
2. Specific performance responsibilities

Includes Items Under Categories

Evaluation by Item, not by Category

Job Targets/Performance Goals Included

Self-Assessment Included

District #7

Five Point Rating Scale: Unsatisfactory, Provisional, Satisfactory, Very Good, Excellent

Eleven Categories

1. Decision making
2. Planning
3. School organization
4. School morale
5. Curriculum
6. Pupil behavior
7. Personal-professional growth
8. Budget management
9. Evaluation of staff
10. Operation and efficiency of office
11. Community relations

Includes Items Under Categories

Evaluation by Category, Not by Item

Job Targets/Performance Goals Included

Self-Assessment Included

District #8

Rating Scale: Five Point Overall and for One Item; Four Point for Some Items; Three Point for some Items (Uses Different Terms)

Two Categories

1. Personal Qualities
2. Performance

Includes Items Under Categories

Evaluation by Item, not by Category

No Job Targets/Performance Goals

No Self-Assessment

District #9

Rating Scale: Two Point Overall (Unsatisfactory, Satisfactory) and Five Point for Categories (Unacceptable, Minimum Acceptable, Good, Above Average, Excellent)

Ten Categories

1. Curriculum and instruction
2. School organization and administration
3. Relations with students
4. Relations with staff
5. Relations with the public
6. Attitudes and innovations
7. Learning atmosphere
8. Building routines
9. Care of physical facilities
10. Individual annual goals

Includes Items Under Categories

Evaluation by Category, not by Item

Job Targets/Performance Goals Included

No Self-Assessment

District #10

No Evaluation Instrument

District #11

Two Point Rating Scale: Unsatisfactory, Satisfactory

Categories: From Job Description (individualized)

No Items Under Category

Evaluation by Category

Job Targets/Performance Goals Included

No Self-Assessment

District #12

Five Point Rating Scale: Unsatisfactory, Provisional, Effective, Commendable, Excellent

Two Categories

1. General performance responsibilities
2. Specific performance/special initiatives responsibilities

Includes Items Under Categories

Evaluation by Category and by Item

Job Targets/Performance Goals Included

Self-Assessment Included

District #13

Four Point Rating Scale: Unsatisfactory, Needs Improvement, Good, Outstanding

Thirteen Categories

1. Own work schedule
2. Reporting
3. Receipt of information
4. Policies, regulations, and rules
5. Own work assignment
6. Program objectives
7. Interpersonal relationships
8. Security of property
9. Improvement of school program
10. Other tasks
11. Administrative processes
12. Human relationships
13. Prohibited actions

Includes Items Under Some Categories

Evaluation by Category Where No Items, Evaluation by Item Not Category Where There Are Items

No Job Targets/Performance Goals

Self-Assessment Included

District #14

Four Point Rating Scale: Unsatisfactory, Needs Improvement, Meets Expectations, Exceeds Expectations

Twelve Categories

1. Planning/organization
2. Management control
3. Use of delegation
4. Communication skills
5. Problem analysis
6. Human relations/considerateness
7. Decisiveness/judgement
8. Initiative/persistence/creativity
9. Educational perspective
10. Stress/crisis management
11. Leadership
12. Adaptability and flexibility

No Items under Category

Evaluation by Category

No Job Targets/Performance Goals

No Self-Assessment

District #15

Five Point Rating Scale: Unsatisfactory, Provisional, Effective, Commendable, Excellent

Three Categories

1. Specific performance responsibilities
2. General performance responsibilities
3. Special Initiatives performance

Includes Items Under Categories

Evaluation by Category and by Item

No Job Targets/Performance Goals

No Self-Assessment

District #16

Three Point Rating Scale: Unsatisfactory, Good, Very Good

Two Categories

1. General criteria
2. Specific criteria

Includes Items Under Categories

Evaluation by Item, not by Category

No Job Targets/Performance Goals

No Self-Assessment

District #17

Four Point Rating Scale: Unsatisfactory, Needs Improvement, Satisfactory, Superior

Ten Categories

1. Quality of work
2. Work habits
3. Relationship with people-public
4. Relationship with people-fellow workers
5. Dependability
6. Quantity of work
7. Initiative
8. Professional ethics
9. Professional attitude
10. Degree of wisdom

No Items Under Category

Evaluation by Category

No Job Targets/Performance Goals

No Self-Assessment

District #18

Five Point Rating Scale: Unsatisfactory, Satisfactory, Good, Very Good, Excellent (also uses other terms for category and item ratings)

Fifteen Categories

1. Knowledge of work
2. Planning and organization
3. Analytical ability
4. Judgment
5. Alertness
6. Initiative
7. Dependability
8. Personality
9. Leadership
10. Communication
11. Loyalty
12. Professional development
13. Staff and community relations
14. Assignments
15. Administrative effectiveness on the job

No Items Under 14 Categories, Items under 1 Category

Evaluation by Category Where No Items, Evaluation by Item not Category Where There Are Items

No Job Targets/Performance Goals

No Self-Assessment